



Using Rubrics as an Assessment Tool

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How Do Rubrics Make You Feel?

What are some words that come to mind when you hear “rubric”?

helpful

concrete

confusing

time-consuming

objective

Experiences with rubrics??

good?

bad?

Let's Get Moving and Do An Activity!

Now assess yourself in our activity out of 15 possible points.

THREE Types of Assessments

- 1) Selected Response Assessments - Students select correct answers from provided answers
- 2) Constructed Response Assessments - Students construct their answer to the question.
- 3) Performance Assessments - Students demonstrate their understanding by creating something or performing a task

THREE Types of Responses to Score in Rubrics

Basic - Readily assessable questions. Students are asked to remember something or simply understand. I.E.: math facts

Standard - Moderately Complex questions. Students apply, compare, contrast, and/or analyze. I.E.: Application Story Problems

Expanded - Very complex. Students evaluate and create. I.E.: Free response writing task.

IMPORTANT - All three types of assessments on the previous slide MUST include all three of these types of responses.

Why use rubrics?

Gives students clear expectations of what is expected of them

Can use as a self-assessment tool and encourage students to reach higher order thinking processes

Helps teachers focus on key concepts and standards students should learn

Consistency is assessing from student to student

Provides scaffolding for students to provide higher quality work

Allows teachers to differentiate or accommodate for all students within the classroom

Rubrics have two major points: coherent sets of criteria and descriptions of levels of performance for the criteria.

Rubrics assess:

- 1) processes - reading aloud, making a speech, doing laundry, and etc.
- 2) products - written paper, painting, handwriting sample, and etc.

Five different types of rubrics:

1) Analytic

2) Holistic

3) Developmental

4) General

5) Task Specific

Analytic Rubrics

A grid style rubric with the criteria for student product on the left side column and the levels of performance across the top with numbers and description

Areas in the middle contain useful feedback on strengths and weaknesses

Easy to weigh the items by importance

Takes time to create each rubric

Criterion must be well-defined or there could be judgement between graders

<http://www.kidsatthecore.com/Downloads/ClassroomRubrics.pdf?7629ea>

Developmental Rubrics

Purpose is not to evaluate an end product or performance

Answers the question “to what extent are students who engage in our program/service developing this skill/ability/value etc?”

Based on a theory of development

Can be used when there is no expectation that students should or could fully develop a skill (Example: Maslow’s Hierarchy of Needs- students are not expected to become self-actualized)

Hardest to design

Holistic Rubrics

Single scale with all criteria considered together (e.g. clarity, organization, and mechanics)

Assign a single score usually 1 to 4 based on student work

Provides what the student performed well compared to what the student could not do

Does not take long to construct rubric

Minimizes the number of decisions for the grader

Can be used consistently to increase reliability

General Rubrics

Use criteria and descriptions of performance that generalize across different tasks.

Can be shared with students at the beginning of assignment.

Focus the students on knowledge and skills they are developing over time.

Do not need to be written for every assignment.

[General Rubric in the Classroom](#)

Task-Specific Rubric

Function as “scoring-directions” for the grader.

Detail elements to look for in a student’s work.

Scoring reliability.

Easier for teachers to apply task-specific rubrics consistently.

Why Rubrics help instructors?

Consistent

Saves time

Expectations and Criteria are well-known to students

Easy to use

Quickly provide feedback to students

Quickly evaluate your lesson and how to adjust teaching

Development Guides for Rubrics

1. Outline attributes that you want to teach
2. Create a range for performance (ex. beginning, capable, fluent)
3. Add criteria into sub-boxes (Be as specific as possible)
4. Rework rubric based on feedback

*Students can also help with these steps.

Evaluating Rubrics

Does the rubric relate to the outcome being measured?

Does it cover important criteria for student performance?

Does the top end of the rubric reflect excellence?

Are the criteria and scales well defined?

Can the rubric be applied consistently by different scorers?

Let's go back to our starting activity and reassess ourselves using a rubric.

Recap and Questions

There are 5 main types of rubrics: 1) Analytic, 2) Task-Specific, 3) General, 4) Holistic, and 5) Developmental.

Rubrics gives students clear expectations and the opportunity to utilize self-assessment as well as higher order thinking.

All rubrics must include 3 levels of questions: basic, standard, and expanded.

Resources

<http://www.rcampus.com/rubricshowc.cfm?code=M833WX&sp=yes&>

<http://www.rcampus.com/rubricshowc.cfm?code=GX234B8&sp=yes&>

<http://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/using-rubrics.html>

<http://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Pages/types-of-rubrics.aspx>

<http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%C2%A2.aspx>

<http://www.teachersfirst.com/lessons/rubrics/why-use-rubrics.cfm>